

Library Data & Evaluation

Info2Go March 18, 2019

Presenters: Gretchen Caserotti, Kate Lovan,

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Research Institute for Public Libraries



RIPL

RESEARCH INSTITUTE
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Idaho
Commission
for Libraries

Our Homework

Evaluation Project

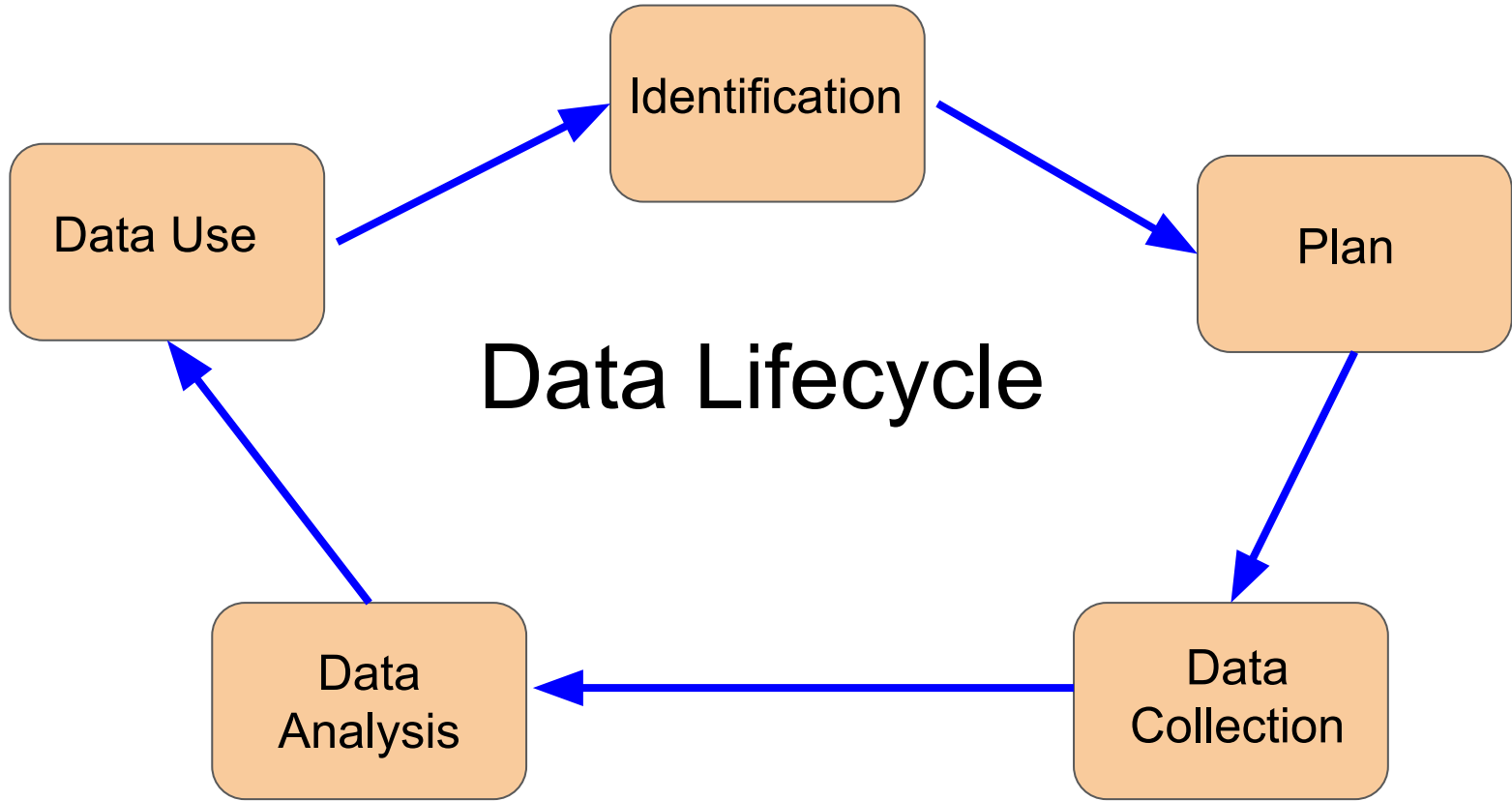
Project Description: “ “

Question/Problem Statement:

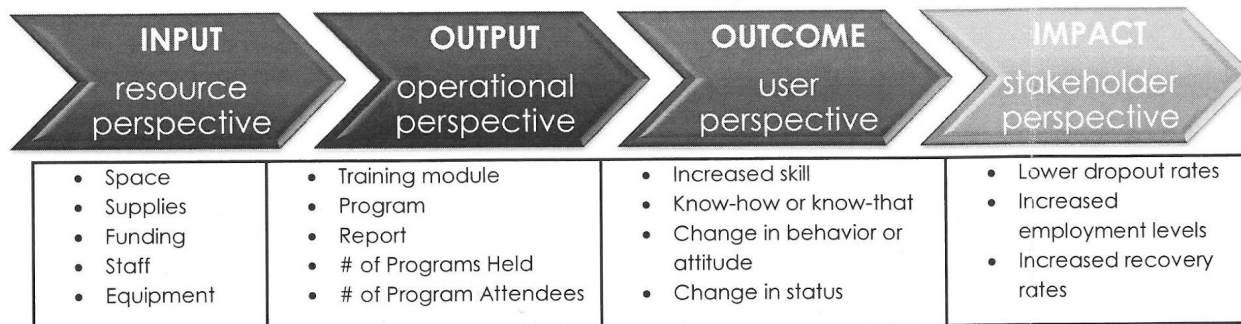
What is the question that needs to be answered or the problem that needs be solved?

Statement of Why:

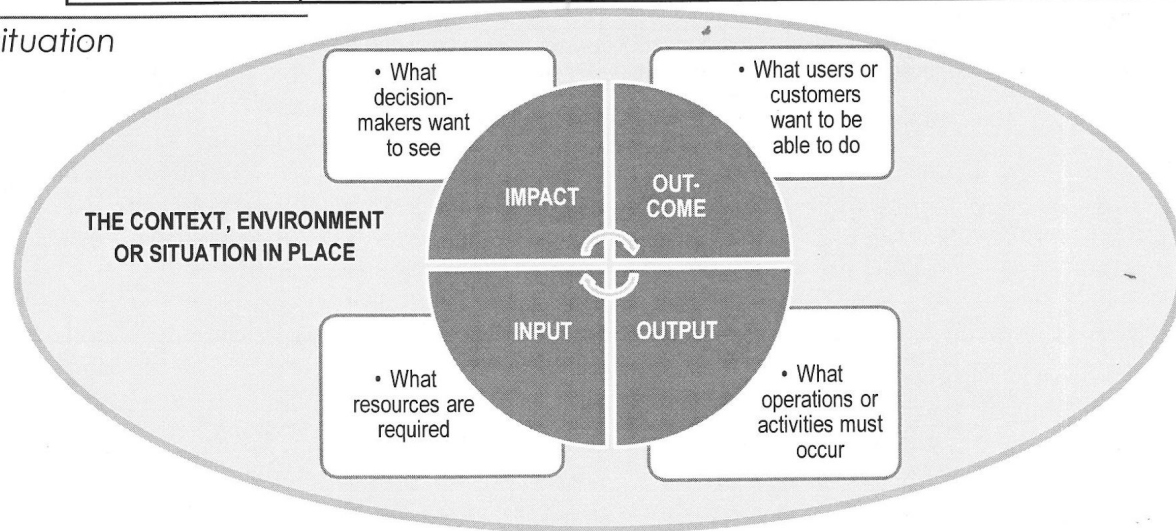
Why does the library need this answer/solution? What will the library be able to do after it has this answer/solution?



LOGIC MODEL: *if we do this, **then** that will occur....*



....in this current situation



Start with your stakeholders.

Name	Position	How do they measure their progress?	Goals & objectives	What do we know about them? What type of stakeholder are they?		What do they know about our services?

What are your strategic goals & objectives?

The Logic Model

If we do THIS > then THAT will occur



The Logic Model

Start with the end in mind

IF WE DO **THIS**, THEN **THAT** WILL OCCUR...

INPUT > OUTPUT > OUTCOME > IMPACT

resource > operational > user > stakeholder perspective

space > training module > increased skill > lower dropout rates

supplies > program > change in behavior/attitude > increased employment rates

The Logic Model

IF WE DO **THIS**, THEN **THAT** WILL OCCUR....

IN THIS CURRENT SITUATION > *The context, environment, or situation in place*

INPUT	OUTPUT	OUTCOME	IMPACT
What resources are required	What operations or activities must occur	What customers/users want to be able to do	What decision-makers want to see

The Data Trifecta

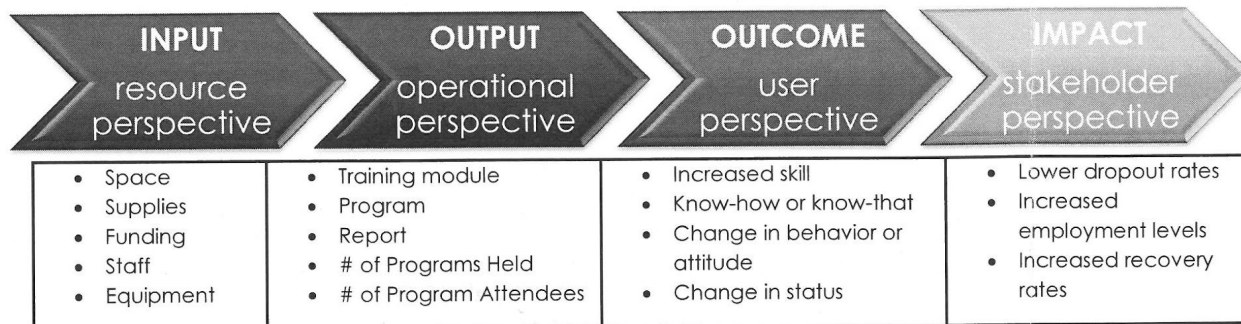
Identify the types of data you'll need to address the question -- for example our Kindergarten All Stars program **could** measure/study:

INPUT - library staff, # of programs in a series, \$ for cost of program, amount of time to plan & teach

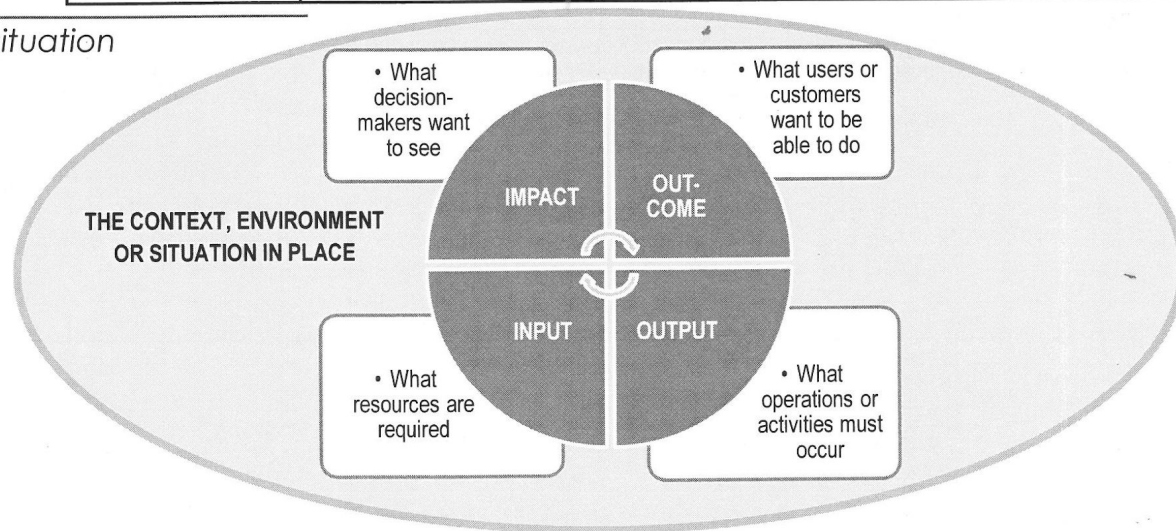
OUTPUT - # of parent survey responses, IRI scores from schools/classrooms

OUTCOMES - increase in time spent reading to kids at home, increase of kids reading at grade level in 1st grade

LOGIC MODEL: *if we do this, **then** that will occur....*



....in this current situation



Gathering Data

Shambry Emero, DeMary Memorial Library

How do YOU get
your information?



Interviews

- Individual, deep dive, learn about unique experiences that can be investigated in more detail
- Personal content
- Can tie answers more easily than focus groups to demographic, other individual data
- Responses are open-ended
- Ability to ask follow-up questions
- Time-intensive for both participant and researcher
- Answer questions of how and why

Focus Groups

- Group perceptions, brainstorm and add to each other's thoughts
- Group consensus and varied perspectives
- Quicker method than interviews to get a lot of opinions or perceptions
- Responses are open-ended
- Ability to ask follow-up questions
- Time-intensive for both participant and researcher
- Answer questions of how and why

Surveys

- Larger study group
- Can be statistically representative, depending on sampling methods
- Quickest method to get a lot of opinions or perceptions
- Anonymous
- Typically the researcher determines the response options (close-ended questions)
- Answer questions of what, how often, to what extent

Tips for conducting interviews and focus groups

- Diversity is key
- Record it
- Listen to how the story is told, just as much as what is said
- Be open to unexpected information
- Code for patterns and meaning

Coding Interviews

1. Read through your transcripts
2. Re-read while underlining or highlighting key words, phrases, concepts.
3. Categorize these into topics
4. It may be helpful to map concepts visually to make connections, see outliers, and note missing elements
5. Convert data into something meaningful for you and your stakeholders

Additional Reading:

Bourque, Linda B. "Coding." In *The Sage Encyclopedia of Social Science Research Methods*. Eds. Michael S. Lewis-Beck, Alan Bryman, and Timothy Futing Liao, v. 1, 132-136. Thousand Oaks, Calif.: Sage, 2004.

Lockyer, Sharon. "Coding Qualitative Data." In *The Sage Encyclopedia of Social Science Research Methods*. Eds. Michael S. Lewis-Beck, Alan Bryman, and Timothy Futing Liao, v. 1, 137-138. Thousand Oaks, Calif.: Sage, 2004.

Credit: Sharon Morris, PhD - Colorado State Library

Spontaneous Data Collection

Directed Storytelling - Allows you to explore personal context and relationship with the library. Can be used with journey mapping

Journey Mapping - Gives you detailed information about an experience, including lasting impressions and emotional “highs and lows”

Customer Intercepts - Brief interview, often as they are leaving, to evaluate their experience

How are we using this?

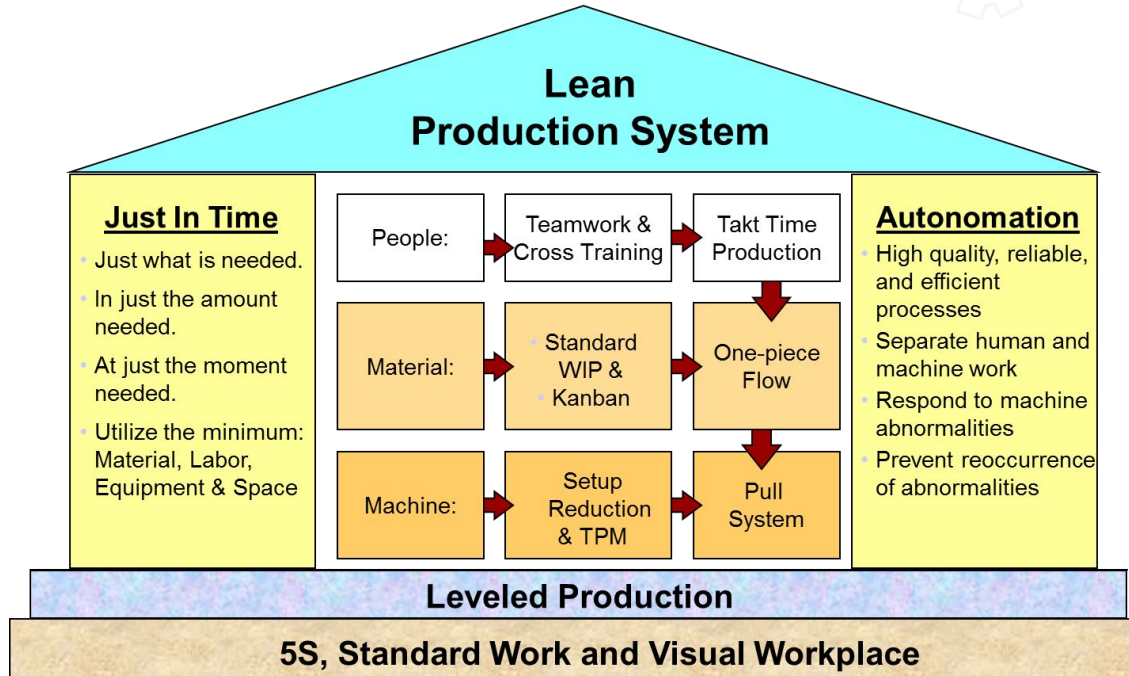


Intro to Lean for Libraries: Waste, and Process Mapping

Kate Lovan, Middleton Public Library

Source Credit to David O'Connell, TECH HELP & Jane Martel at Arapahoe Libraries

House of Lean



Continual Elimination of Waste

What is Waste?



- Any non value-added activity
- Adds problems
- Adds time to the process
- Interrupts the flow of value / information
- Should be minimized or eliminated

8 Forms of Waste: Wormpit

1. Waiting
2. Over-Processing
3. Rework
4. (Over) Production
5. Motion
6. Inventory
7. Intellect
8. Transportation



Credit: Jane Martel, Arapahoe Libraries

Lean Tools

- Flow / Batch Size
- Teamwork / Cross Training
- Kanban & 5S Visual Controls
- **Process Mapping**

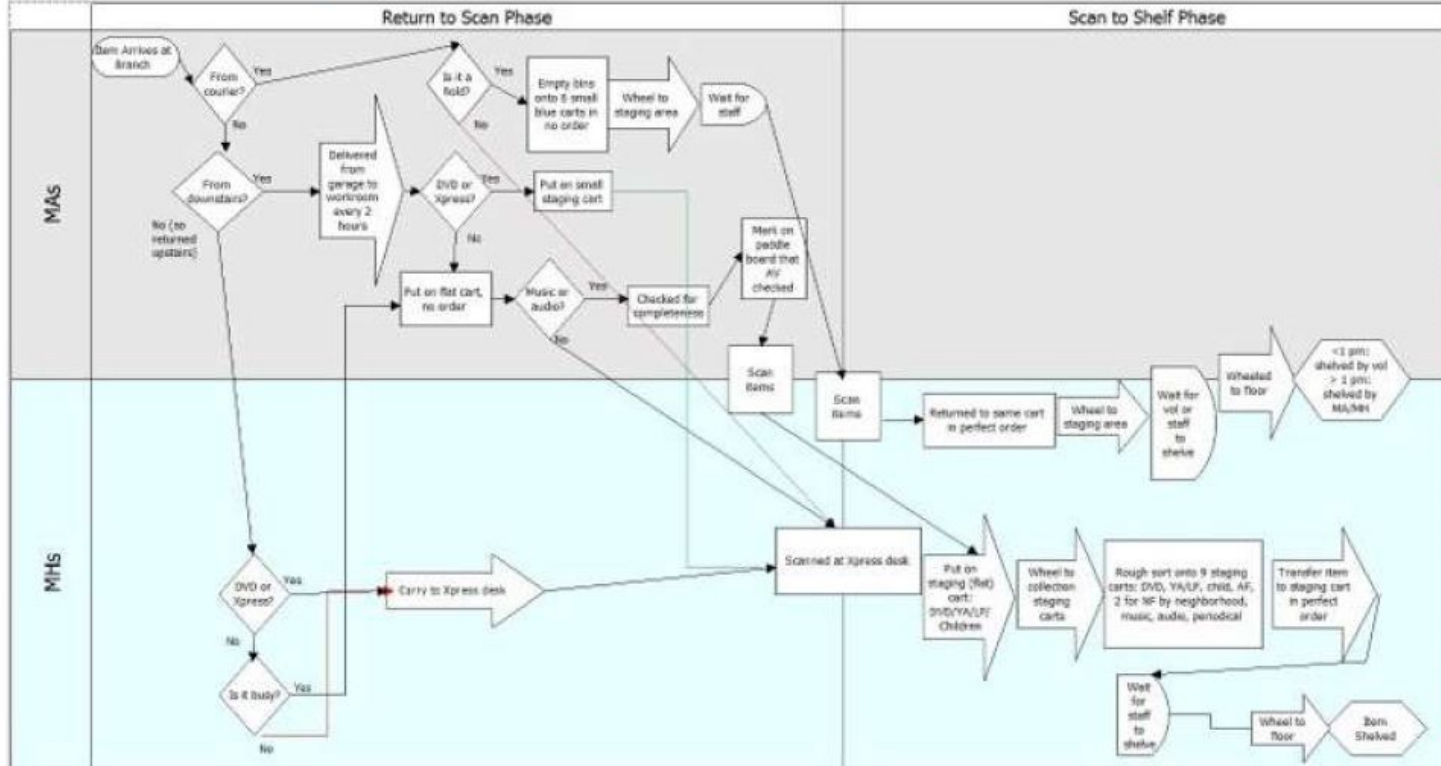
Process Mapping

Draw a map > analyze it > fix problems

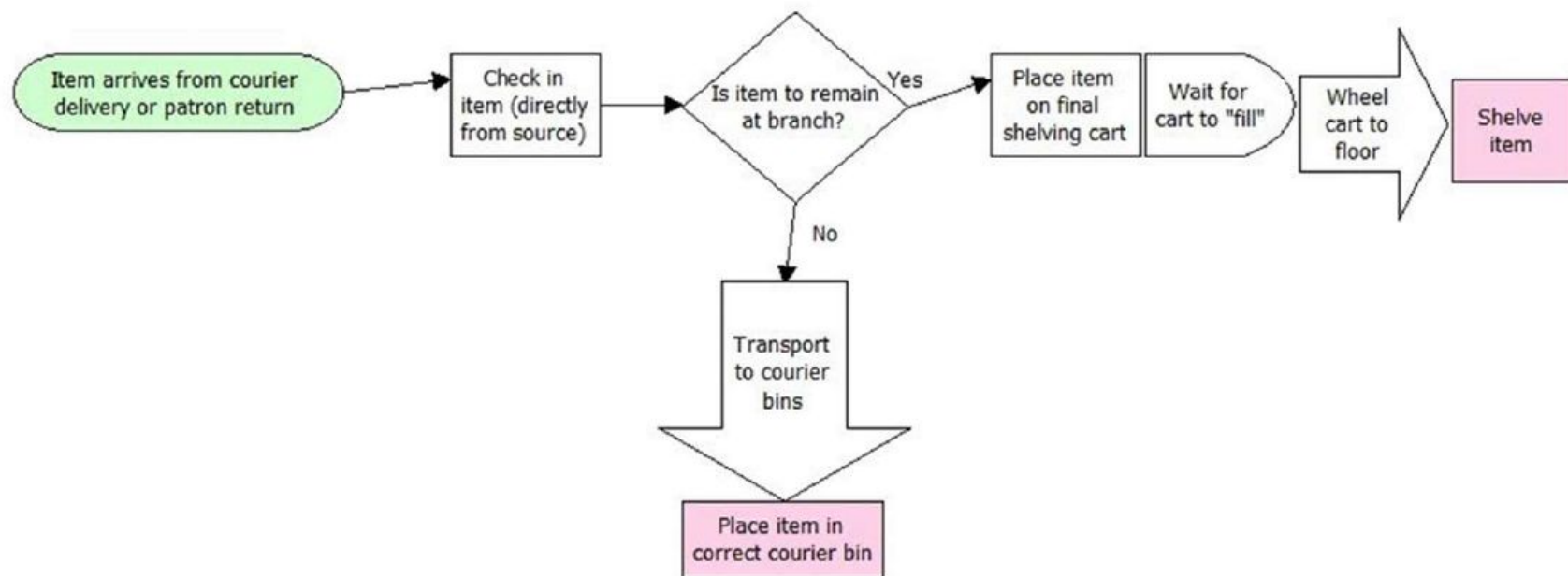
- makes work visible (see how each part impacts another/others)
- document institutional knowledge
- efficiency

PROCESS; a set of interrelated work activities characterized by a set of specific *inputs* and *value added* tasks that make up a *procedures* for a set of specific *outputs*

BEFORE

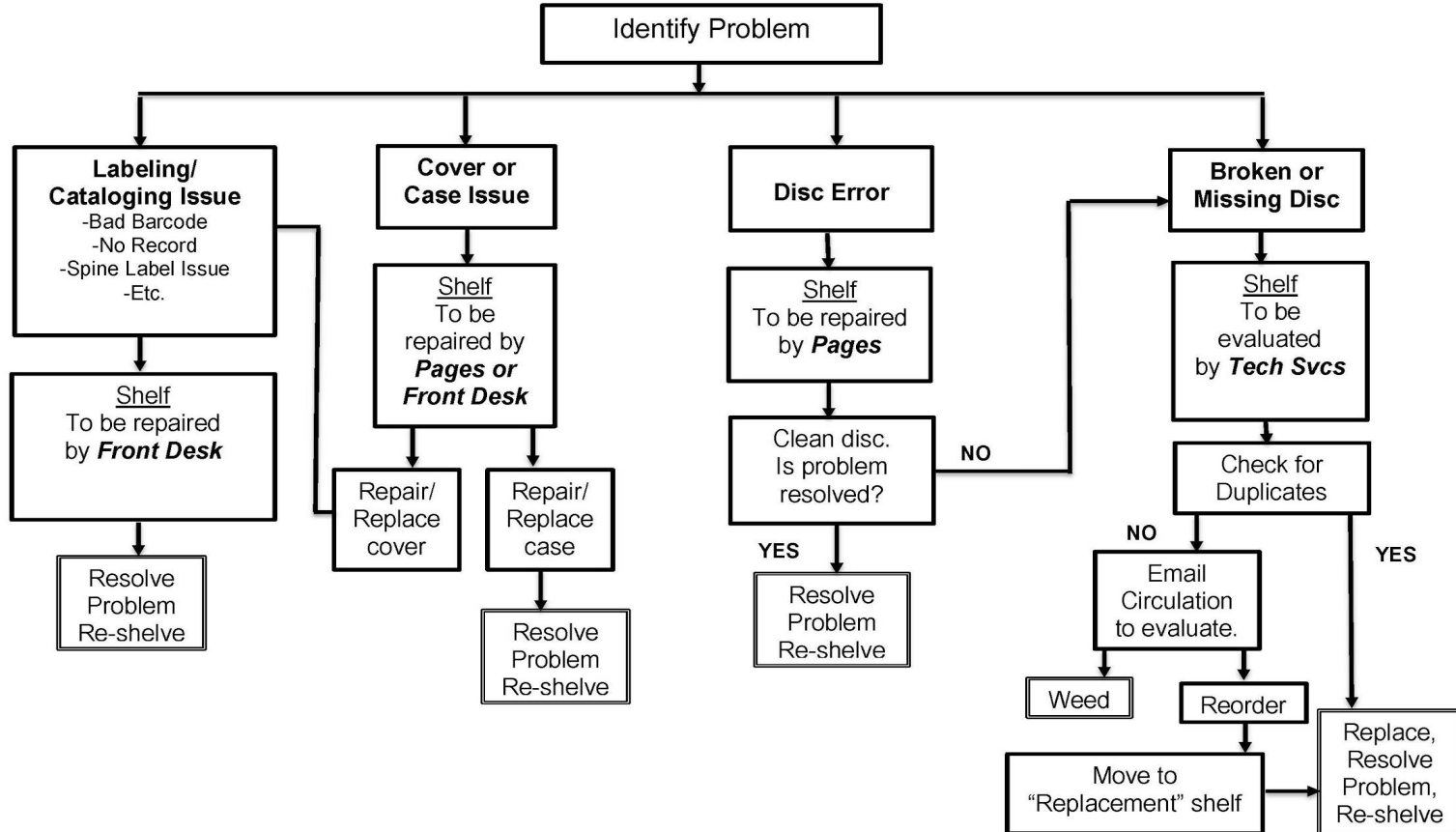


AFTER

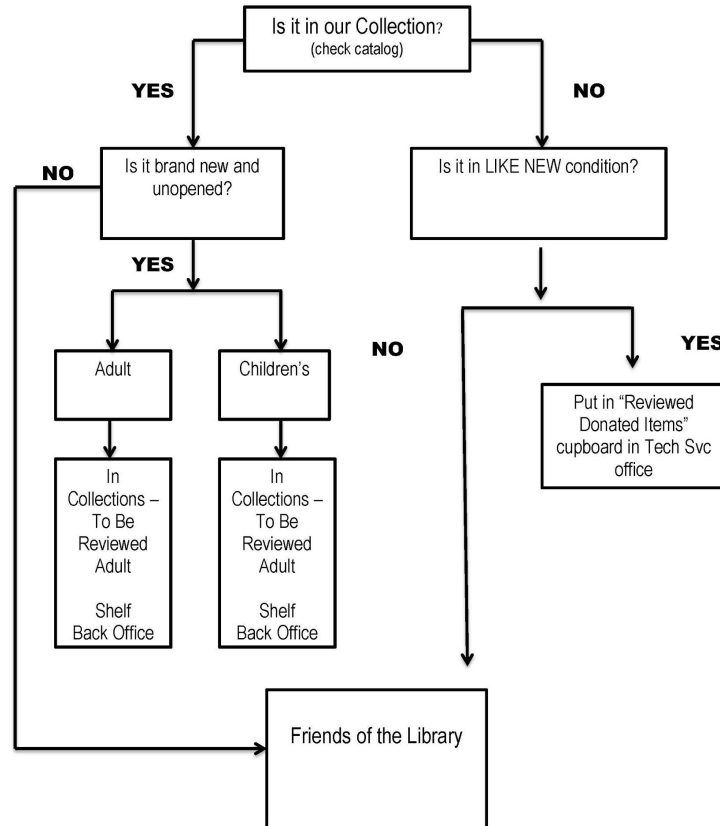


Tech Services-DVD/CD Process Map

Front Desk Staff and Pages



Donated DVD Procedure Front Desk Staff and Pages



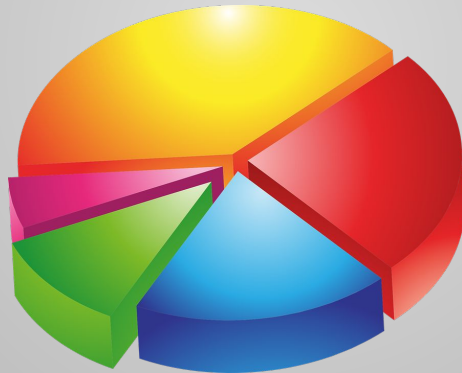
Benefits of LEAN Process Mapping @ MPL

1. 50% decrease in processing time
2. Training Efficiency
3. Increased Capacity in Junior Staff
4. Staff Satisfaction and Empowerment

Telling My Library Story

LeAnn Gelskey - Hailey Public Library

How do YOU share statistics?



Annual Report 2017—Summary

Presented 01/17/2018

Prepared by LeAnn Gelskey, Director

Service Area:

Population of legal service area grew from 8,082 to 8,218

Registered users grew from 5,557 to 5,637

Non-Resident users grew from 822 to 846

Library Revenue:

Grant funding was accurately reported on line 5.5c in the amount of \$19,860

Library Expenditures:

Unexpended balance was \$14,031

Grant funding was dumped into Public Programming at the end of the fiscal year-- \$8,734 unexpended

Out of that grant money, \$ 4,045 was carried over into the current fiscal year (located in a city liability account)

Actual unexpended amount \$1,252

Library Collection:

Less physical items were purchased and less physical items were culled.

More audio was provided, both physical and downloadable.

Video materials increased.

Ebooks skyrocketed from 4,073 to 13,148!

Consortia ebooks were the same—3,969 to 13,148!

Magazines were balanced between print and digital.

Library Services:

We increased hours of operation from 48 hours per week to 51 hours per week. LYNX Consortium standard is 48 hours per week.

With the installation of the RFID system, attendance tracking is more accurate. Total library visits are up from 67,225 to 101,238 annually. That's an average of 337 patron visits per day.

Circulation:

Adult circulation was down but circulation of children's materials doubled!

Ematerials increased from 4,229 to 4,984

Interlibrary loans also grew.

Programs:

Total number of programs was up from 148 to 188 as was total attendance from 3,040 to 3,221.

Internet:

Computer usage remained comparable to last year.

Wi-Fi use doubled from 5,060 to 9,937

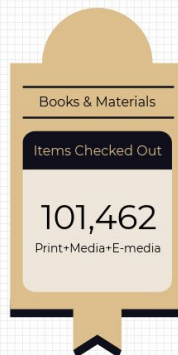
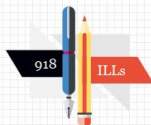
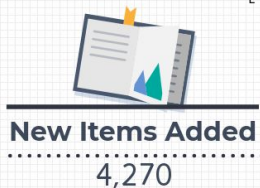


Annual Report FYE18

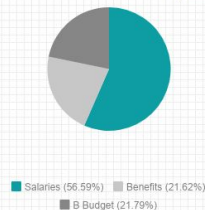
LIFELONG
LEARNING

Have a ?

- Visit our website at www.HaileyPublicLibrary.org
- Like us on Facebook @HaileyPublicLibrary



Expenditures



DIRECTOR'S REPORT

November 2018

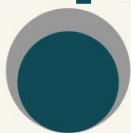
The Hailey Public Library strives to connect citizens of all ages with current, high-interest materials and information. We provide personnel, programs and technologies that encourage lifelong learning, discovery and enrichment.



6770 Patron Visits

Books! Food for the brain.

Items Added Items Deleted



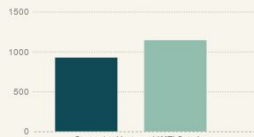
Collection Development

1032 Website Visits



Adults (8.97%) Teens (15.78%) Kids (77.27%)

Program Attendance



Computer and WiFi Use



Adults (88.22%) Kids (40.78%)

Circulation of Materials

42 New Patrons

81

Volunteer Hours

896 items borrowed

203

questions

Respectfully Submitted by LeAnn Gelskey

Things to Remember

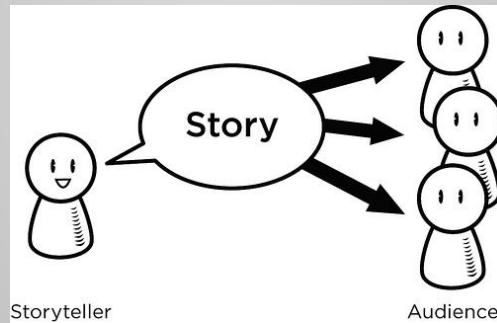
Put numbers in context
Choose the appropriate chart
Simplify & establish a focal point
Don't make people work too hard to find info

Use colors strategically!

Design Guidelines

KISS
Show/don't tell
Colors & Fonts

How do YOU tell YOUR story?



Storytelling Techniques

1. Use a real person
2. State the problem
3. How did the library intervene?
4. State a fact
5. Use a 'phrase that pays'



LeAnn's Personal Example:



Putting it All Together

Want to connect with others interested in public library data and evaluation?

Join the RIPL Online Community of Practice--open to all, not just RIPL Alumni!

- Quarterly Webinars--May 23, 2019
- Discussion forums
- Opportunities for file-sharing (such as infographics, surveys, etc.)

ARSL Pre Conference--September 2019

Consider attending RIPL Montana--Oct. 7 and 8, 2019



Any Questions?

Thanks for listening!

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